

St Patrick's Parish School Albury

2018 Annual Report



Principal: Rob Unsworth

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About this Report

St Patrick's Parish School Albury is registered by the NSW Education Standards Authority. Catholic Education Diocese of Wagga Wagga the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider community with fair, reliable and objective information about the school's performance measure and policies, as determined by the Minister for Education. The *Report* also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the College's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the school's community and Catholic Education Diocese of Wagga Wagga. This *Report* has been approved by Catholic Education Diocese of Wagga Wagga in consultation with the School Consultant who monitors the has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for Registration and Accreditation secondary schools and Registration primary schools.

This *Report* complements and is supplementary to St Patrick's Parish School Albury newsletters and other forms of communication. Further information about the school may be obtained by contacting the school or by visiting the school's website.

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Section 1: Message from Key Groups in Our School Community

Message from the Principal

This year was one of great excitement, hard work, challenges and joys. Commencing as principal in January 2018, the support from the staff, parents, Father Joel and the students made me feel comfortable and confident that we were going to have great year.

And what a year we had. The staff, students and parents embraced a style of learning that challenged the traditional post industrial model of teaching and learning, and replaced it with contemporary learning methods. As part of the transition we relocated the Library to ground floor providing it with a fresh new compact look. Kindergarten then moved into their new learning space, This was closely followed by the Year 5 and Year 6 rooms having the internal walls removed to create open plan learning centres. Continuing with desire to provide modern facilities we opened up the Year 1 Rooms and they moved in Term 3. We continue to look at ways to innovate and improve.

Technology plays an ever increasing role in the lives of our students and we continue to move with the times. Our goal of one to one devices across all Primary classes and one device between two students in the Infants should be achieved in the next 12 months. To support this learning we are also providing modern devices for our teaching staff to use, to help them stay abreast of modern trends in education.

Our school is linked closely with our Parish and Fathers Joel, Stephen and Marco play a vital part in the faith development of students and staff alike. One of the highlights of the year was our staff Mass, with Father Joel explaining to the staff the symbolism and history of the various parts of the Mass. We celebrated with the Parish on many occasions and we now have a Parish School Mass each term.

It is not possible to effectively run a school unless there is support for the Principal. I would like express my deep thanks to fellow members of the Leadership team who embraced many of "Blue Sky Thoughts", but at the same time kept me grounded in the here and now. The School Council lead by Leah who provide support to me and also assisted the school with fundraising and some wonderful ideas on improvements to the school. I would also like to acknowledge the assistance provide to me and the school by Mark Maclean and the staff at the Catholic School Office Wagga Wagga.

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Moving forward we enter another exciting time with the appointment of Elizabeth Johnston as Co-Principal to the school for 2019. This will allow us to continue and grow as school and as individuals and to achieve our aim of improving student outcomes. Rob Unsworth.

Message from the Parent Body

We have had a busy and fulfilling year as school council of St Pat's. We have welcomed new members to the council who have provided a fresh perspective and new ideas. We have enjoyed the opportunity to represent the parent community and support Mr Unsworth, Fr Joel and the St Pat's teachers to make our school the best it can be.

The vegetable garden construction was completed in 2018 with the hard work of a group of parents. We hope to work toward integrating the propagation, harvesting and cooking with vegetables into the curriculum in the future.

We have spent much time this year discussing the importance of ensuring the grounds of St Pat's provide play opportunities for kids of all ages, sizes and interests. At the end of last year we started to explore the concept of a sensory playground adjacent to the vegetable garden, using cricket nets as western boundary.

The fete was a great success, thanks to the hard work of the fete committee, support of school council and many other hard working parents. We are excited about the prospect of an electronic school sign, purchased with fete profits.

Leah Wiseman

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Message from the Student Body

“Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness, that most frightens us. Your playing small does not serve the world. There is nothing enlightened about shrinking so that other people won't feel insecure around you. We are all meant to shine, as children do. It's not just some of us, it is in everyone. And as we let our own light shine, We unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others.”
Marianne Williamson, *The Law of Divine Compensation: Mastering the Metaphysics of Abundance*¹

This quote was shared with year 6 at the start of the year. It has remained in our classrooms to remind us of what we are capable of. This quote reflects what we as the captains of 2018 believe the year has been. A year where the students of St Patrick's have all shone brightly sharing their gifts and talents and demonstrating that our community is one of faith and love.

At St Patrick's we are a community of faith. This year we have had the opportunity to be School Captains. With the help of Mrs. Fawcett and the student council, Halle, Jacob, Hamish, Issy, Stella, Alex, Joe, and Noah have helped to make the workload a lot easier and enjoyable for us.

We have contributed to making improvements across the school, such as raising money for many people in need. We hope that the school now feels like a better place for all students. We hope that our ideas have improved the school by encouraging new bin systems, a Movie experience, 2 discos and brightening up some of the school with a fresh coat of paint.

This year our school has been a community of Learning. This school year has been full of opportunities, Such as sports programs, the music program, excursions, buddies, Productions and many more. All of these opportunities couldn't have been done without the support of Year 6 teachers, and all the St Patrick's Staff.

St Patricks is a community of service. As a school we have raised money for lots of charities. We have contributed in lots of ceremonies that make us reflect on the moment. We have been involved in many ceremonies, such as the Anzac Day and

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Mass of the oils. These were very stunning and amazing events. We really liked reflecting on the people who have died for us in war, and being in such a beautiful church for the Mass Of the Oils was very special. We were very amazed as we had never seen so many priests before. This year we also brought a new program called GEM. In this the Students learnt about Being Grateful for all they have been given, being Empathetic about people and their feelings, and Mindfulness, which teaches them to be mindful and in the moment.

In Kinder, all I wanted to do was be in year 6 and be doing the time tours! Finally, this year I Got the opportunity to be in the year 6 production of Robin Hood and the Sherwood Hoodies. I never knew how much effort and persistence went Into such a great performance. During the 13 weeks of hard work our production was coming together and it looked great. Working with everyone was a great time to learn something new. During the auditions people found new skills and talents that they didn't know they had. The confidence year 6 showed in performing with such enthusiasm and joy was a wonderful experience I will never forget.

This Year we have loved spending time with our kinder buddies. They always bring a smile to our faces. They have been a delight to get to know and be around and it was an absolute honour to be a part of their first year of primary school. I loved having the opportunity to share experiences with our kinder buddies, such as when we got to read together in the library and all the fun novelty activities.

Over the years some teachers have come and gone. We at St Pat's, have a strong history of tradition. We would like to take a moment to reflect on the inspiring moments of our teachers who have contributed to the learning community and wellbeing of all students. We always love seeing Mr. Thompson taking photos of memories and fun times. It's a pleasure seeing all our other teachers who have left the school over the years and how they remember our names and say hello with a smile.

ICT, Health, and Music have been a few subjects that we have loved this year. In Health we learnt about safety, Being healthy and active. In ICT we learnt about programming. In Music, we learnt about melody, pitch, and musical notes.

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This year our school was granted the gift to have the wonderful Mr. Unsworth as our principal for 2018, he has made many improvements to our school, and he will make many more over the next few years. When we see you out in the playground, you always take the time to say hello, use our name and make us feel important with your cheerful disposition.

We would also like to congratulate the new captains for 2019, Jacinta Churcher and Hugo Morrison. We are certain they will improve the school greatly. We know that they will be excellent school leaders and they will help everyone with their bright and joyful personalities!

Isla Wiseman and Hamish Whiteside

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Section 2 : School Features/Context

The School is a co-educational K -6 primary school located in central Albury. The school at the time of writing of the report, has an enrolment in excess of 450 students, who come from all areas of Albury -Wodonga and surrounding areas.

Our rich history stems back over 150 years to the Mercy Sisters arriving in Albury to start the first religious school, St Brigid's and then St Joseph's Ladies College as the first Catholic High School in the region. Later, the Christian Brothers commenced education for young men forming Christian Brother College (CBC). St Brigid's and CBC combined to become the present day St Patrick's Parish School. St Patrick's took over the buildings vacated by St Joseph's Ladies College when they merged with Aquinas to become Xavier High School and they moved to one campus in Fallon St North Albury.

St Patrick's retains its strong links to both the Mercy and Christian Brothers traditions. Our 4 sporting houses are named after three Christian Brothers and Father Slattery who helped in the construction of St Patrick's Church. We continue to do charitable works in the school, following the traditions that the Mercy Sisters taught us all those years ago.

Today we are a modern progressive primary school who have never forgotten our roots. We provide a contemporary education within the framework of a Shared Christian praxis.

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Section 3: Student Profile

The following information describes the student profile for 2018:

Girls	Boys	LBOTE*	Indigenous	Total
213	211	5	7	424

*Language background other than English

1. Enrolment Policy

Catholic Education Diocese of Wagga Wagga has established an [Enrolment Policy](#)† which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Education Diocese of Wagga Wagga.

1. Copies of this policy and other policies in this report may be obtained from the [Catholic Education Diocese of Wagga Wagga website](#) or by contacting the Catholic Education Diocese of Wagga Wagga phone: 02 69370000.

2. Student Attendance and Retention Rates

Year	Attendance %
Kinder	94
Year 1	94
Year 2	95
Year 3	93
Year 4	93
Year 5	94
Year 6	92

The average student attendance rate for 2018 was 93%.

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Regular attendance at school is essential if students are to maximise their potential. The school in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of non-attendance, unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- the Director of Catholic Schools or designated Catholic Education Diocese of Wagga Wagga officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College/School strategies have failed to restore regular attendance.

The management of non-attendance is in accordance with Catholic Education Diocese of Wagga Wagga policy and procedures.

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Section 4: Staffing Profile

The NSW government requires that this report details the number of teachers in each of the following categories:

a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines

b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications

c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:

- to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
- as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

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Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by the NSW Education Standards Authority.

Teacher Qualification		Number of Teachers
A	Those having formal qualifications from a recognised higher education institution or equivalent	35
B	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

d) The following information describes the staffing profile for 2018:

Total Teaching Staff *	Total Non-Teaching Staff	Combined Total
35	8	43

*This number includes full-time teachers and part-time teachers

Percentage of staff who identify as Indigenous	2.3%
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Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in service courses, meetings, conferences and a range of professional learning programs provided by the Catholic Education Diocese of Wagga Wagga.

Staff participated in the following PD

Smart Spelling with Michelle Hutchinson

Reading Recovery

Extending Maths Understanding

Mental Health First Aid

Positive Behaviours Coaching Training

Understand NAPLAN Results and how these influence teaching in the classroom

Literacy in the Early Years - Professional Development for Preschool Teachers

Numeracy in the Early Years - Professional Development for Preschool Teachers

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Section 5: Catholic Life and Religious Education

Catholic Heritage

St Patrick's Parish School, as the educational arm of the Church in our Parish of St Patrick's, Albury, aspires to realise the new evangelisation of the Church by providing opportunities for the children to experience personal encounters with Jesus and develop an understanding of Jesus' great love for them. We carry on the work of our founding religious orders, The Sisters of Mercy and The Christian Brothers, as missionary disciples.

Liturgical Life of the School

Through the school Sacramental programs children in Yr 2, 3 and 6 enter more fully into the sacramental life of the Church through receiving the Sacraments of Reconciliation and Eucharist for the first time and the Sacrament of Confirmation. Classes continue to receive the Sacrament of Reconciliation each Semester and the school community participates in School Masses and Liturgies throughout the year. The school works closely with Fr Joel, our Parish Priest, and Fr Marco, our Assistant Priest. Fr Joel is involved in the Sacramental information sessions for parents and students, and enjoys meeting with the families socially for a meal as part of the preparation for the Sacraments.

The school organises a Parish/School Mass each school term. The students participate in the choir and as lectors.

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Staff and Student Faith Formation

The staff of St Patrick's engage in faith formation and professional learning to deepen their understanding of Missionary Discipleship, the mission and purpose of Catholic education and further develop skills and understandings of the RE syllabus. Opportunity is also provided for staff to engage in personal faith development. Staff engaged in a "teaching Mass" with Fr Joel during which understanding of the celebration of Mass in the Catholic Tradition was further developed. Sr Anne Hagan led the staff in a professional learning session that explored the lives and work of the Sisters of Mercy as Missionary disciples in our region. Time was spent in experiencing different contemplative prayer and meditation; spending time in the quiet presence of our Lord. Our Spirituality day, with all Deanery schools, covered a module of learning based on Mary, as First Disciple. The Angelus was also introduced as a prayer to be offered every day in every learning space across the Diocese.

New staff are also inducted into the faith story of our school and are encouraged to foster, in their classrooms, the charisms of the founders of our founding religious orders, Catherine McAuley and Edmund Rice. Staff are supported in developing their skills and understandings in RE teaching methodology using the Shared Christian Praxis model.

Our RE program follows the Wagga Wagga Diocesan Religious Education Syllabus, *Sharing Our Story*. This syllabus develops the religious literacy of the children, that being a knowledge and understanding of the core teachings of our faith, our Scriptures, history and traditions and how these are lived in the world.

The students also prepare and participate in Masses that take place in their homerooms each semester with Fr Joel, during which time he breaks open the word of God and the teachings of Jesus. Father also explains the parts of the Mass and the significance of the vestments and sacred objects used during Mass. The Angelus is prayed daily by all children. Prayers from the Catholic tradition are taught and consolidated at appropriate ages and stages.

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Social Justice

During Lent and Catholic Mission Month (October) the school community learns about the needs of our neighbours around the world who live in poverty and suffer injustices. Fundraising activities are a key focus during these periods. Funds were raised for Mercy Works and our sister schools in Uganda, St Joseph's Primary and St Bruno's Secondary. Our school community collected shoe laces and pencils to further support the Ugandan children at these schools.

The Mini Vinnies group organised fundraising activities for the St Vincent De Paul Society. They also coordinated the donation of blankets for the Winter Appeal and gifts and food items for the Christmas Appeal.

Professional Learning in Catholic Life and Mission

Catholic Education Diocese of Wagga Wagga has established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#) which is implemented by all systemic schools in the Diocese.

Staff participated in the following PD:

Deepening the understanding of the Mass

Mary the First Disciple

History of the Mercy Sisters and their role in the development of a faith based education in Albury.

Contemplative Prayer and Meditation

Section 6: Curriculum

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The School follows the NSW Education Standards Authority syllabus for each subject offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the associated requirements of Catholic Education Diocese of Wagga Wagga.

For the first time this year we had students from Year 5 and Year 6 compete in the competition, Tournament of Minds. The students enjoyed success at a regional level, winning the Riverina Division before progressing to Sydney for the State Finals. At this event they again enjoyed success coming away with a silver medal.

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Section 7: Student Performance in State-Wide Tests and Examinations

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists school planning and is used to support teaching and learning programs.

The tables below show the percentage of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands: Reading, Writing, Spelling, Grammar and Punctuation & Numeracy

Year 3 2018 NAPLAN Data by %

Band	Reading	Writing	Spelling	Grammar	Numeracy
6	20.8	8.6	12.5	15.3	12.7
5	30.6	30.0	12.5	20.8	26.8
4	22.2	35.7	25.0	31.9	29.6
3	22.2	21.4	31.9	18.1	23.9
2	2.8	4.3	15.3	8.3	5.6
1	1.4	0	2.8	5.6	1.4

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Year 5 2018 NAPLAN Data by %

Band	Reading	Writing	Spelling	Grammar	Numeracy
8	15.4	3.1	12.3	32.3	15.6
7	27.7	21.5	20.0	13.8	10.9
6	23.1	24.6	29.2	23.1	42.2
5	26.2	36.9	27.7	20.0	21.9
4	7.7	12.3	10.8	6.2	7.8
3	0.0	1.5	0.0	4.6	1.6

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Section 8: Pastoral Care and Well Being

Process for Accessing the Pastoral Care / Wellbeing Team

Committee Members: Principal, Assistant Principal, Religious Education Coordinator, Chaplain, Inclusive and Diverse Learning Officer and two staff appointed representatives.

Purpose of the Committee: The Pastoral Care/Wellbeing Team is designed to provide a systematic framework to assist teachers to meet the individual and group mental health and learning needs of students. It is designed to reduce the amount of paperwork teachers need to complete for referrals.

Staff members who have concerns regarding a student or students in their class can make contact with any of the team members. The team members will then direct them to the Principal who will provide them with a Request for Special Services form. This document requires staff to indicate the reason for the referral, intervention to date and some additional comments. These referrals are then returned to the principal for tabling at the weekly Wellbeing team meeting.

Students who are funded do not need to go through the Committee, unless there are exceptional circumstances. Any concerns regarding funded students go directly to IDL.

The team looks at each referral and discusses some options that may not have been tried. Teachers may be referred to the SWIMS website, or other intervention may be suggested.

Once the team has met, teachers will be provided with feedback which will outline the reasons for the referral and include recommendations made by the team regarding the referral.

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Discipline Policy & Initiatives Promoting Respect and Responsibility

The school uses a Positive Behaviours to Learning Approach

The school does not sanction the administering of corporal punishment by person to enforce discipline at school.

Positive Behaviours expected at St Patrick's:

1. Learn and Let Learn
2. Speak to Please
3. Right Time, Right Place, Right Thing.
4. Play Fair Show Care
5. Be Safe

Promoting Positive Behaviour

Affirmation of Positive Behaviour instils motivation in students to achieve their ultimate potential in all aspects of their school life. In implementing the opportunities for affirmation staff will take into account the individual nature of the student to ensure that positive behavior is promoted at all times.

Using the elements of fair process, positive relationships are modelled and developed.

Recognition of this affirmation can occur in a number of ways:

Verbal and written affirmation

Stickers and rewards

Visiting other classes/teachers to share work

Recognition through presentation of class awards

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Recognition through Assembly awards and acknowledgement in the newsletter
Publication of work in school newsletter/ displayed in office/posted on website
Consultation with parents in informal discussions and P/T interviews
Recognition by Principal
Recognition of achievements in Eisteddfod, other performances, sport and any
other external cultural activity

Anti Bullying Policy

The school takes a strong stance on bullying and has programmes in place to assist students and staff in

recognising and deal with incidents of bullying. During the year the school undertook under a number of

programmes to assist staff and students in dealing with potential bullying, including taking part in the

“Bullying No Way” day and all staff and students attending the “Resilience Project”. Students also

completed in class activities and workbooks from the Resilience Project.

Complaints and Grievances Resolution Policy

Catholic Education Diocese of Wagga Wagga has established a [Complaints and Suggestions Policy](#) which is implemented by all school in the Diocese. The school mirrors the Diocesan Policy and it can accessed by contact the school for a copy. The implementation of this policy is monitored by the Catholic Education Diocese of Wagga Wagga.

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Workplace Health and Safety

Each school is required to implement and comply with the Diocesan School System Workplace Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS adopted by the Catholic Education Diocese of Wagga Wagga Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant Catholic Education Diocese of Wagga Wagga personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with the Catholic Education Diocese of Wagga Wagga Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.

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Section 9: School Review and Improvement

Each year the school develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The Plan is drawn from Catholic Education Diocese of Wagga Wagga Annual Improvement Plan. The school engages in an annual evidence based evaluation of its effectiveness against The National School Improvement Tool, The Australian Professional Standards for Teachers and the Australian Professional Standards for Principals in collaboration with the School Consultant.

Annual Plan 2018

St Patrick's Albury

Improvements Targets that the school is seeking /Strategic Priorities (What does the data indicate needs improvement? Refer to your strategic plan.	Performance Measures/ Targets with Timelines/ Milestones (What is the evidence or indicators of improvement. How improvements targets will be measured)	Implementation Strategies/Activities/Tasks (What actions are required to progress the improvement target. the school's intended improvement strategy, planned changes to practice from research, NSIT, other schools)	Professional Learning Team Team members Lead Roles Delegations and Accountabilities (Who will be involved, who is accountable)	Key/Targeted Resources (Finances, personnel, facilities, professional development, resources, CSO or community partnerships)	Review Process and Measures (plans for reviewing the success of the school's improvement strategy .We will measure our performance by monitoring progress in: student/staff/parent data, milestones)
To implement a whole school agreed practice in mathematics.	By the end of Term 1 Week 2 the whole staff will be in agreeance that they will participate and implement the new learnings from the Targeting Maths Initiative.	What is a whole school agreement? Why is it necessary? What are the needs of our whole school in mathematics (spiral of inquiry). What will a whole school agreement to maths look like/sound like/feel like in our school community?	Lea Allibon Leadership Team		Classroom walk throughs Collegial conversations during maths planning Staff meetings. Classroom walk throughs have been implemented for Years 1 - 4. Need to extend to whole school.
To develop a growth mindset amongst the school community in mathematics so there is a common belief that all children can achieve success in mathematics.	By the end of Term 2 whole school class norms will be implemented into all classes from K - 6.	Educate staff about difference between fixed and growth mindset and importance of all stakeholders to develop a growth mindset. Staff Meetings to introduce, discuss and decide on implementation plan for Jo Boalers 7 Norms for a Maths Class (one norm per fortnight). Review this process weekly at staff meetings (10 minutes). Educate parents through class/school newsletters.	Lea Allibon	Targeting Maths Team	10 minutes of staff meetings to discuss success/failures/challenges. Classroom observations to monitor implementation of norms across whole school. This was moved Term 1 2019. James Anderson presenting to the whole staff as the beginning of Year PD Day.

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<p>Increase teachers understanding of effective teaching strategies in maths and work towards embedding these as common teaching practices throughout the school.</p>	<p>By the end of Term 1 all teachers will have highlighted a focus teaching strategy and work towards embedding this into their teaching practice of mathematics.</p>	<p>Provide professional readings about effective teaching strategies. Highlight main strategies to concentrate on within our school. Each individual teacher nominates a strategy they will focus on for approximately 2 to 3 weeks and writes a SMART goal. Feedback will be provided focusing on the chosen teaching strategy and SMART goal. Continue same procedure for other strategies.</p>	<p>Lea Allibon</p>		<p>Classroom observations, followed by feedback. Check in with year/stage levels.</p> <p>We had some success in implementing this in the Early Years Classrooms. This also formed part of the informal walkthroughs to observe teachers and students co-constructing Smart Goals.</p>
<p>To educate staff about the sequence of the maths in the number sub strands, and write units of work focusing on: assessment for, as and of learning and moderating assessments within year levels appropriate feedback.</p>	<p>By the end of Term 2 teachers will have worked collaboratively to write a math unit of which includes assessment for, as and of learning.</p>	<p>Analyse MAI results to highlight strengths/weaknesses in our school. Decide on a focus area. Staff meetings to educate teachers about the maths associated with this focus. Focus on appropriate assessment tasks for learning and when completed moderate the assessments. Design learning intentions and success criteria and use these for assessment as learning and to provide timely and relevant feedback. Complete unit by designing an assessment of learning.</p>	<p>Lea Allibon</p>		<p>The MAI results were deeply analysed by the school's Leadership Team. The information gained from this analysis was used to help shape the teaching and learning in the Early Years. There was a strong focus on the Year 2 Cohort.</p>
<p>By the end of Term 1 staff have a clearer understanding of what effective feedback is for colleagues and students.</p>	<p>Staff will have read the booklet prior to the initial meeting Between session tasks will have been completed The 15 minute sessions will be taking place at meetings Feedback will be evident in classrooms and as part of Professional Dialogue</p>	<p>Leadership meeting with Mark Moriarty and Bernadette Booklet distributed to staff Term 1 Week 6 - PD Bernadette Gibson and Mark Moriarty Follow up staff meeting one week after and then 5 weeks later</p>	<p>Initial PD: Bernadette Gibson Mark Moriarty</p>	<p>Bernadette and Mark Moriarty Leadership Team</p>	<p>15 minutes sessions at staff meetings for 3 terms Successful PD with CSO staff leading the professional development. Needs to become embedded in the daily practise of the school, teachers and students.</p>
<p>By the end of Term 1 all classroom teachers will be using the Numeracy and Literacy Balanced Session.</p>	<p>Staff will have made themselves familiar with the document Staff will develop their questions The balanced sessions will be evident in work programs and in classroom practice</p>	<p>Hand out booklet to staff Term 4 2017. Have staff look through it and write comments/questions and plan to address these Day 1 2018 as a whole staff.</p>	<p>Leadership Team</p>		<p>When staff are sharing and preparing work programs, the use of the balanced session will be evidenced Teachers need more work on implementing this into the classroom. TMT will be working with staff Term 1 2019 to ensure full understanding of the</p>

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					balanced Maths Lesson.
By the end of Term 1 Assessment Plans will be developed for RE and English.	Develop Assessment Plans for RE and English before the end of Term 1, then all other KLA's.				
Teacher Performance Framework	Staff will have a plan for direction for goal setting interviews. Staff will work with a mentor to discuss and plan needs	Re visit the AITSL site Look at the Performance Framework with staff, looking at the Importance of teacher performance and development, the culture of such, and the performance and development cycle. Look at and plan a process for implementation with staff. Work with mentors or Year level groups to plan some goals based around the Standards. Undertake both personal and provided PD to achieve these goals. Participate in classroom walkthroughs and observations to receive constructive feedback to guide further direction.	Leadership team with support from Catholic Schools Office staff	Catholic Schools Office st	Regular contact with mentors. Term 1 2019 Activity to develop PLP for all teaching staff.
Utilise Effect size data to inform priority action					
Positive Behaviour	Positive behaviours will be evident in and out of the classroom There will be minimal participants in lunchtime coaching sessions	All staff and students will continue to teach and discuss the positive behaviours at the beginning of the year to build on the work done with these during 2017.	Leadership team	Catholic Schools Office	Working well, needs to be across playground as well as in classrooms. Next step in the development it make the process work within the compass environment. Project for T 1 2019.
ICT					
RE To continue to develop staff's involvement in their own journey as Missionary Disciples and as advocates for developing Missionary Discipleship in the community of St Patrick's Parish School.		To deliver aspects of Missionary Discipleship through a PD meeting each term.	Marie, Jane, Trent		Completed.
Provide opportunities for staff members to participate in quality faith formation experiences. Personally invite targeted staff members to attend the "Connections" programs this year.	By the end of Term 2, finalise the staff members participating in "Connections" and ensure all necessary documentation has been completed	. In consultation with the Principal, register the name(s) of staff members who will participate in the "Connections" program this year. Assist staff members to complete the online registration process for "Connections" and any necessary school PD Application forms	Principal and REC will be responsible for the identifying, inviting and activating the registration process for staff members to participate in the	CSO will distribute the necessary documentation regarding dates, venues, and target audience for the "Connections" program and	Completed, staff will begin programme in early 2019. Programme for Senior Teachers was cancelled.

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			"Connections" program.	will process applications.	
To participate in the celebrations with the Sisters of Mercy for their 150 years since arriving in Albury		In consultation with Sr Anne Hagan plans to involve the school community will be developed.	Leadership Team		Very well done. School was open for tours. Many ex teaching nuns attended.

Comment on School Review for the 2018 Year.

The Leadership Team of the school conducted an extensive review of the school using the National School Improvement Tool, Domain Number 1.

An explicit improvement agenda

The school leadership team and/or governing body have established and are driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers and students, with accompanying timelines.

Based on the criteria a self determination found that the school was performing at a Medium level - trending towards high. Areas for improvement were identified and included in the planning for 2019.

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Priority Key Improvements for 2019

Annual Plan 2019 St Patrick's Parish School, Albury

Improvements Targets that the school is seeking /Strategic Priorities	Performance Measures/ Targets with Timelines/ Milestones	Implementation Strategies/Activities/ Tasks	Professional Learning Team members Lead Roles Delegations and Accountabilities	Key/Targeted Resources	Review Process and Measures
<p>What do you want to improve? from the context in which the school operates; current student outcomes, current school practices, school review findings and recommendations and from the CSO's strategic plan</p>	<p>What is the evidence or indicators of improvement? How improvements targets will be measured.</p>	<p>What actions are required to progress the improvement target, the school's intended improvement strategy, planned changes to practice from research, NSIT, other schools</p>	<p>Who will be involved, who is accountable</p>	<p>Finances, personnel, facilities, professional development, resources, CSO or community partnerships</p>	<p>Plans for reviewing the success of the school's improvement strategy .We will measure our performance by monitoring progress in: student/staff/parent data, milestones</p>

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<p>Continue a focus on developing teacher capacity from K - 6 to design and implement effective teaching strategies and techniques for improved student learning in Maths.</p> <p>To develop capacity of all teachers to analyse formal data and use moderation of high quality 'for' and 'of' assessments to guide teaching to improve outcomes of all students.</p> <p>Target domain - to be determined after analysis of 2019 MAI.</p>	<p>100% of teachers will be using open ended tasks using whole school delivery model by end of Term 1.</p> <p>By end of 2019 Maths sessions from K - 6 will be student focused and engaging based on current pedagogical practices. <i>(all classes will be planning and delivering a daily balanced Maths hour as per CEDWW Literacy and Numeracy Framework.)</i></p> <p>90% of Year 5 & 6 students will complete the MAI with a growth point score of 6567 <i>(with a priority focus on positive growth in Place Value.)</i></p> <p>90% of Year 3 & 4 students will complete</p>	<ul style="list-style-type: none"> • Observations of teachers currently using open ended model and support from TMT to implement model into teaching • TMT working with year levels to design engaging units of work • TMT working within Maths lessons from K-6 • TMT promoting and modelling effective learning tasks and pedagogical practices • Teachers write SMART goals to improve quality of teaching strategies based on professional readings 	<p>School Leadership team</p> <p>TMT</p> <p>All staff</p> <p>EMU specialist teachers</p>	<p>TMT</p> <p>EMU- support materials & intervention</p> <p>ACER- Resource centre</p> <p>CEDWW Literacy and Mathematics Framework K-10 National Numeracy Learning Progressions</p> <p>Peter Sullivan</p> <p>Anne Gervasoni</p> <p>Jo Boaler</p> <p>Katherine Cartwright</p>	<p>Regularly reassess domains in MAI to record on tracking tool to ensure growth for all children throughout year.</p> <p><u>MAI</u> Increase number of students successfully completing the full MAI assessment.</p> <p>Decrease number of vulnerable students in the MAI in Kinder and Year 1 and thereby decrease the need for EMU intervention.</p> <p>NAPLAN Decrease number of students working at/or below national minimum standard. Increase by 20% the number of students in Years 3 & 5 in the upper bands of NAPLAN Number strand.</p>
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	<p>the MAI with a growth point score of at least 5455 - with at least 25% completing at 6567(<i>with a priority focus on positive growth in Place Value.</i>)</p> <p>100% of Kinder students showing at least GP 1 in all four domains MAI Term 1 (1-6) Term 1 (K)</p> <p>PAT-M Term 4 (1-6)</p> <p>NAPLAN Term 2 <u>Domain:</u> Determined by MAI results: increase by 10% the number of students 'on track' following completion of the MAI testing.</p>	<ul style="list-style-type: none"> ● Collect, collate and analyse data together as a staff - MAI, PAT Maths ● Moderate assessment amongst year levels and stages to inform future direction of learning for each individual child ● Modify teaching to improve and target individual learning needs ● Using learning intentions and success criteria children set individual goals and receive specific feedback ● Regularly update class MAI tracking tool and use this to plan growth for 			
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		<p>individual students</p> <ul style="list-style-type: none"> • Regular targeted professional learning to increase understanding of data and its implications on student learning progress • Parent learning sessions to support own child's mathematical learning - whole school and year levels • Students & parents given specific information about Numeracy. 			
To establish flexible learning spaces that enable collaboration, creativity and critical thinking.	Evidence in learning centres of a growth in professional knowledge & practice encompassing models of co-teaching incorporating	One day Growth Mindset Course with James Anderson to introduce staff to the concept of Growth Mindset. Ongoing professional development via video conferencing with James Anderson	All teaching staff School Leadership	James Anderson - Presenter Growth Mindset using funding from School Council.	Evidence in teachers' programs of Growth Mindset practices. (The nature of the evidence will be advised by James Anderson)

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	<p>a Growth Mindset. The expectation is that this would be evident by the end of Semester 1 2019.</p>	<p>on embedding Growth Mindset. Continue to develop and improve the use of collaborative planning to design engaging units of work across the whole school.</p> <p>Continue to integrate the use of current technology.</p> <p>Participate in professional learning to improve teaching and learning practices by reviewing each others programs.</p> <p>Consolidate a common understanding of the models of co-teaching at St Patrick's.</p> <p>Engage in professional learning to increase shared knowledge and understanding of co-teaching and collaborative planning through sharing of successes and challenges.</p>			
<p>Focus on improvement in student spelling as the first step in the overall plan to lift the school</p>	<p>Students exceeding one calendar year</p>	<p>All teaching staff will implement Michelle Hutchison - 'Smart Spelling'</p>	<p>School Leadership team All teaching staff</p>	<p>Michelle Hutchison - online videos and resources</p>	<p>Increase by 20% the number of students in Years 3 & 5 in the upper bands of</p>

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performance in teaching and learning in English over the next three years.	growth on the South Australian Spelling Test (Years 2 - 6) Waddington (K - Year 2) during the 2019 year.	in 2019. Kindergarten and Year 1 teachers will complete the online course that specifically targets the beginning years phonic development. The school, led by Leadership, will investigate and evaluate student data, with a view to identifying the needs of the school in the area of writing. Once we have this data we will explore options to address the identified needs.	Michelle Hutchison Whole school moderation of writing tasks involving SANA and HSS using previous NAPLAN paper.	Professional learning meetings Observation of teachers teaching using Smart Spelling.	NAPLAN Spelling. Improvement across the whole school in students ability to correctly represent unfamiliar words in their daily writing, that demonstrates transferring knowledge from formal spelling lessons to writing.
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Improvement in practice in assessment for/as/of in learning in all learning centres, resulting in a range of quality formative assessment strategies embedded in the teaching programs across the school and developing a consistent	Record of moderation of common assessment tasks between teaching colleagues to demonstrate students are receiving timely, consistent and efficient feedback aligned with their student learning goals.	Professional learning in the use of online progressions to effectively identify where students are and where they need to move to. Professional learning to interpret data gathered from the online progressions and how this leads to improvement in teacher practice.	School Leadership Team All teaching staff Dr Anne Ryan CSO Dr Lynn Sharratt	Online progressions in Numeracy and Literacy. Catherine Cartwright - webinars -on the Numeracy Progressions. Use of the ONCE Project capabilities to facilitate data recording.	Record of moderation of common assessment tasks between teaching colleagues to demonstrate students are receiving timely, consistent and efficient feedback aligned with their learning goals.
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<p>approach to collecting and recording evidence of learning.</p>		<p>Professional learning in developing common assessment tasks, <i>for and of</i> learning.</p>		<p>CEDWW Literacy and Numeracy Frameworks K - 10.</p>	
<p>Participation in experiences leading to continued faith formation of staff and students through the lens of Missionary Discipleship.</p>	<p>Students and staff will be exposed to the missionary work of the Church and how this impacts their daily lives.</p> <p>Through continuing faith formation of staff, they will be authentic models for students of Pope Francis' call to be "missionary disciples". (Evangelii Gaudium)</p> <p>Involve students in dialogue on the effectiveness and relevance of the Vision & Mission statement to their lives at St Patrick's.</p>	<p>Investigate and action ways in which our school can connect with our community to promote and be living examples of Missionary Discipleship. eg. regular Mercy Place visits, deliver Meals on Wheels, visit residents at Mercy Place</p> <p>Engage in dialogue to facilitate submissions to the Plenary Council 2020.</p> <p>Commence revision of St Patrick's Vision & Mission Statement.</p>	<p>REC All Staff</p>	<p>Students Father Joel Catholic Mission Faith & Care Team CEDWW Parents</p>	<p>Submission to Plenary Council completed and submitted.</p> <p>Staff engagement in community service through Meals on Wheels. Staff and student visits to Mercy Place.</p>

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<p>Continued improvement in the Positive Behaviours initiative across the whole school. Incorporated into this will be a focus on anti-bullying with an emphasis on addressing and upskilling children to manage cyber bullying.</p> <p>Build the resilience of the children by continuing the work begun in 2018 with the Resilience Project by introducing and implementing the <i>U R Strong Program</i>.</p>	<p>Reduction in the number of children referred for coaching.</p> <p>Moving to digital recording of incidents and monitoring of these by the Well Being Committee.</p>	<p>Professional learning to increase teacher's knowledge and understanding of inclusive and positive interactions which support all students well being.</p> <p>To work with staff, parents and students to further develop their understanding of resilience.</p> <p>Continue and expand the work done by the Well Being Committee to embrace staff well being as a vital part of its work.</p> <p>Professional learning to complete online training in Child Protection, Workplace Harassment and preventing Cyber Bullying.</p>	<p>School Leadership team</p> <p>All teaching staff</p> <p>Students</p>	<p>Training of 'staff champions' in U R Strong program.</p> <p>Refinement of the Google Sheet for reporting behaviours.</p> <p>Refreshing the Well-being Committee, reflect Co-Principal model and possibility of new staff representatives</p>	<p>Monitor the level of reporting of behavioural incidents reported on the Google Sheet</p> <p>This will be achieved through graphing referrals.</p> <p>Monitor the level of referrals to Principals for behavioural matters, again to see decline.</p>
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Section 10: Parent, Student and Teacher Satisfaction

Parent Participation

Parents are the primary educators of their children and are always welcome at the school. The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year the school has used a variety of processes to gain information about the level of satisfaction with the school from parents, students and teachers.

The school produces a fortnightly newsletter. Quite often, we receive positive messages about newsletter content. This year to improve our community involvement, we increased content and presence on our school facebook page. We regularly receive positive feedback, particularly in relation to video content of student activities. On a Sunday evening on the Facebook Page we have introduced a weekly publication called "Patty's Patter", this provides parents with a weekly summary of activities that are coming up at school for the week. There has been an positive response from parents to this.

To further assist with communication the school has made available to the parents the School Stream App. This allows messages to be sent to the whole school or specific grades within the school. This has proven to be very popular and useful means of speedy communication with the majority of the parent body.

Students

The school was fortunate to have a very dynamic student council this year who engaged with the school leadership through the services of the Religious Education Coordinator, Mrs Jane Fawcett. They met fortnightly to discuss issues with the school and also to present ideas for school improvement projects. One of the most significant issues that was raised was the amount of waste and rubbish the school produces. Together they have created the genesis of a solution to the problem, which will benefit the school and the environment for many years to come.

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Staff

The staff were provided with the several opportunities during the year to review the progress and development of the school and projects being undertaken. These included the use of Google Forms to survey satisfaction, think pair share discussion on de identified data and the opportunity to make suggestion for continued improvement.

The most significant improvement was the introduction of a project called the “10 minute round”. Each member of the leadership team was allocated two or three cohorts of people to meet with. There is script that is followed and the results of the discussion as then shared at the leadership meeting. Staff have stated that this is the most powerful voice that they have ever had.

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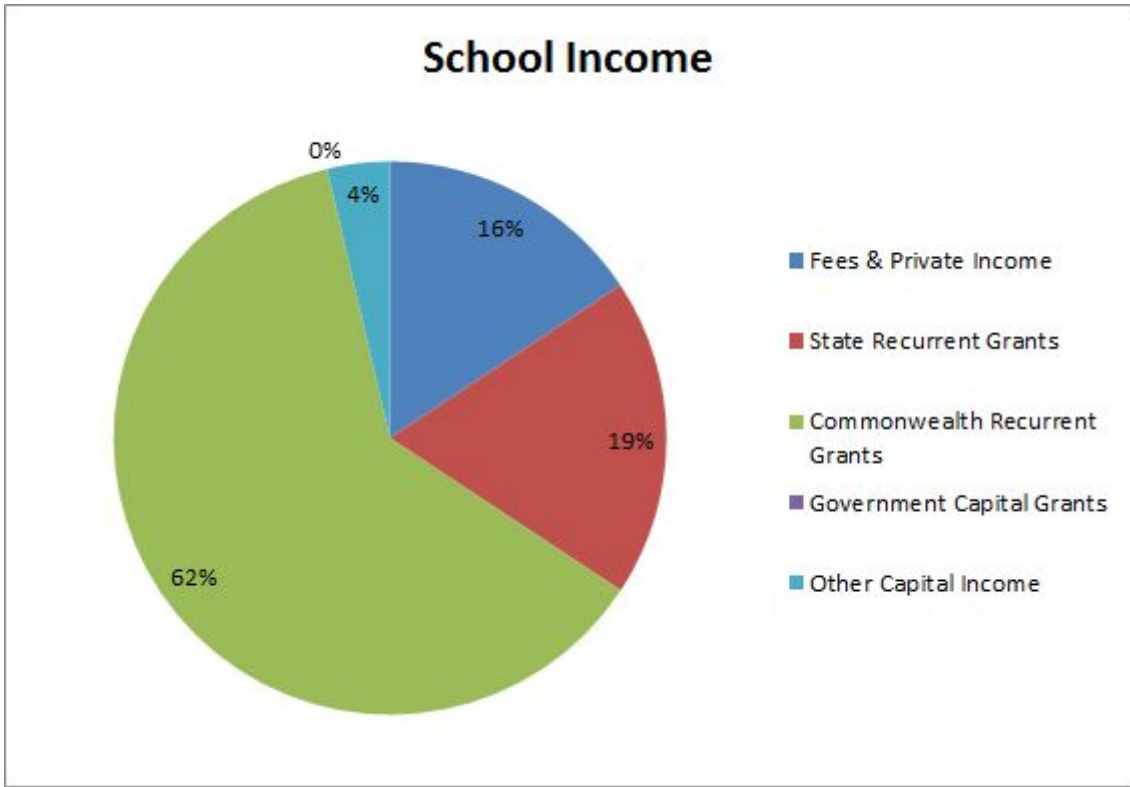
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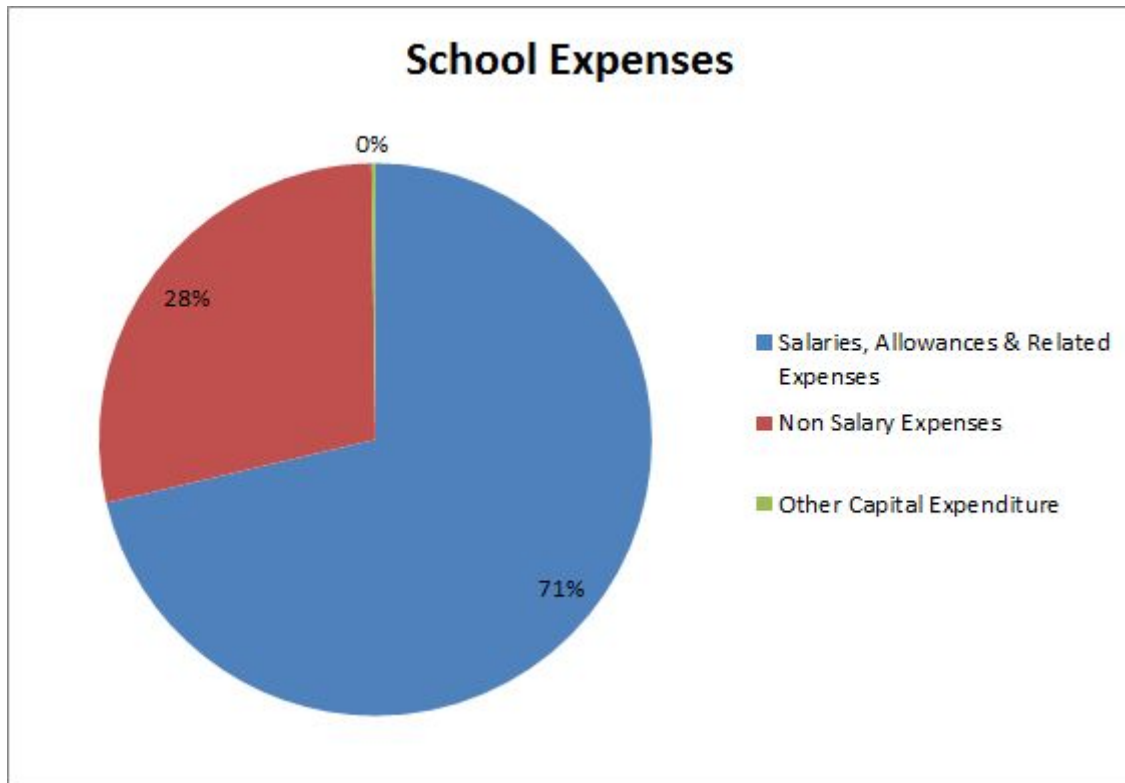
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